LEARN STARTUP AS A LEARNING METHODOLOGY FOR DEVELOPING DIGITAL AND RESEARCH COMPETENCIES

INTRODUCTION AND STATE OF THE ART

- Universities
- Link between
- Firms + Society
- Digital competencies
- Research competencies
- Lean Startup
- As a learning methodology
- Favors
  - The contextualization of knowledge
  - The development of entrepreneurial attitudes
  - The development of soft skills

METHODS AND MATERIALS

- School of Education Sciences (UNED)
- Mixed-type sequential descriptive, explanatory and applied research (qualitative and quantitative data)
- Questionnaire
  - Likert scale
  - Open-ended questions
- Validation of opinions of experts
- Reliability of the instrument
  - SPSS
  - Cronbach’s alpha
  - KMO and Bartlett Test
  - Cronbach’s Alpha
  - Alpha coefficient

ANALYSIS AND RESULTS

- Initial and processual stage
  - Lean Startup
  - Good to Very Good
- Counseling
  - Follow-up (42%)
- Notice board (37.1%)
- Academic forum (32.8%)
- Platform mail (32.8%)
- Project-based learning technique (PBL) more used
- Research competencies (information search and content analysis)
- Predisposition towards the use of technological resources and the utilization of some tools in the platform
- Problem solving, critical and reflexive thinking, ethical and social impact, and communication
- Wiki, Videos, (PBL) technique, and collaborative work actions
- Activities and monitoring of the learning achieved, self-evaluation, co-evaluation and one-way evaluation
- Change with regard to the importance assigned to research for the improvement of its own didactic model
- Universities must strive to rethink the current learning methodology

DISCUSSION AND CONCLUSIONS

- The results showed the effectiveness of an innovative methodology such as Lean Startup in the development of digital and research competencies, along with the change in the role played by the teacher within the teaching process.